

FORMATION OF HEALTHY THINKING IN STUDENTS BASED ON THE WORKS OF A. AVLONI

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Abstract: The development of healthy thinking in students is a fundamental goal of education, essential for fostering critical reasoning, ethical decision-making, and social awareness. Abdulla Avloni's works emphasize the importance of intellectual independence, moral integrity, and national consciousness in shaping an enlightened generation. His writings serve as a guide for modern pedagogy, advocating for an education system that nurtures analytical skills, ethical values, and civic engagement. By integrating Avloni's principles into contemporary education, educators can cultivate responsible and critically thinking individuals capable of contributing to societal progress.

Keywords: Abdulla Avloni, healthy thinking, critical reasoning, moral education, national identity, pedagogy, civic engagement, intellectual development

The formation of healthy thinking in students is one of the most significant aspects of education, shaping their ability to engage in critical reasoning, make ethical decisions, and develop a sense of responsibility toward society. The works of Abdulla Avloni, a distinguished educator, journalist, and writer, provide invaluable insights into fostering intellectual independence and moral integrity in young minds. Avloni believed that education was not merely about the accumulation of knowledge but about developing individuals who could think independently, question assumptions, and apply their learning to solve real-world problems. His works emphasize the necessity of enlightenment through education, the role of moral values in intellectual development, and the importance of national consciousness in shaping well-rounded individuals. His principles remain highly relevant in modern education, where students must be equipped with the skills to navigate an increasingly complex world while maintaining a strong ethical foundation. By studying Avloni's works, educators can derive key strategies for cultivating analytical thinking, moral responsibility, and social engagement among students.

Avloni viewed education as the primary means of overcoming ignorance and backward thinking. He believed that a nation's progress depended on the intellectual strength of its people and that the failure to develop rational and enlightened individuals would hinder social and economic development. In his writings, he repeatedly stressed that education should not be confined to memorization but

should instead focus on fostering curiosity, creativity, and independent thought. He argued that students should be encouraged to ask questions, challenge outdated beliefs, and seek logical explanations rather than accepting information passively. His vision aligns with modern pedagogical approaches that emphasize problem-solving, analytical skills, and experiential learning as essential components of education. Today's education systems, which prioritize student-centered learning and critical thinking, can greatly benefit from Avloni's perspective by integrating methods that promote intellectual autonomy and reflective thought.

One of the key elements of healthy thinking, as emphasized by Avloni, is moral education. He believed that knowledge without ethical principles was dangerous and that true enlightenment could only be achieved when intellectual growth was accompanied by strong moral values. His works frequently discuss the importance of honesty, integrity, respect for others, and social responsibility. He viewed education as a means of cultivating these virtues, ensuring that students not only became knowledgeable individuals but also ethical and responsible members of society. This perspective is highly relevant in contemporary education, where character education programs focus on developing empathy, fairness, and respect. In today's classrooms, Avloni's teachings can be incorporated through moral philosophy discussions, ethical dilemmas, and community service activities that reinforce the connection between knowledge and ethical behavior. By integrating his principles, educators can help students internalize moral values and apply them in their everyday lives, ensuring that intellectual development is balanced with ethical reasoning.

Avloni also placed significant emphasis on national consciousness as a key factor in shaping healthy thinking. He believed that students should have a strong understanding of their cultural heritage, history, and national identity. His writings highlight the importance of preserving traditions while also embracing progress and modernity. He argued that a well-rounded education should instill pride in one's cultural roots while encouraging openness to new ideas and perspectives. This concept is particularly relevant in today's globalized world, where students are exposed to diverse cultures and ideologies. While global awareness is essential, maintaining a strong national identity helps individuals develop a sense of belonging and responsibility toward their country. Avloni's principles can be applied in modern education by incorporating national history, literature, and cultural studies into curricula, fostering a sense of identity while encouraging critical engagement with global issues. This balanced approach ensures that students appreciate their heritage while developing the capacity to think critically about broader societal

challenges. Another critical aspect of Avloni's philosophy is the role of teachers in developing healthy thinking. He believed that teachers were not just instructors but mentors who had a profound influence on their students' intellectual and moral development. In his works, he stressed that educators should be well-prepared, continuously improve their knowledge, and lead by example. He argued that a teacher's responsibility extended beyond teaching subjects; they had to inspire students, challenge their thinking, and encourage them to strive for personal and intellectual growth. This perspective remains highly relevant in modern education, where the role of teachers has evolved from mere knowledge providers to facilitators of learning.

References:

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